



Afterschool: Bridging What We Know And What We Do About It

Judy Samelson, Chief Executive Officer

Today's education system faces irrelevance unless we bridge the gap between how students live and how they learn.

*--From Learning for the 21st Century
by The Partnership for 21st Century Skills*



A simple question to ask is: How has the world of a child changed in the last 150 years?

And the answer is, “It’s hard to imagine any way in which it hasn’t changed.” Children know more about what’s going on in the world today than their teachers, often because of the media environment they grow up in.



They’re immersed in a media environment of all kinds of stuff that was unheard of 150 years ago, and yet if you look at school today versus 100 years ago, they are more similar than dissimilar.

--Peter Senge

One quarter of the adolescents in this country
– **almost 10 million teens** – are at serious risk
of not achieving productive adulthood.



--National Academy of Sciences 2003

There is a growing consensus that mastering the basics--reading, writing and math--is no longer enough to ensure that young people will be able to thrive in the workplaces and communities of the 21st Century.



*--Teaching the New Basic Skills,
Richard Murnane and Frank Levy*

"All stakeholders involved with the development of children - whether it is educational, emotional, physical, or creative - need to tear down the barriers we've imposed on ourselves and partner more effectively to create a new learning day for children."



--Vincent L. Ferrandino,
Ex. Director of the National Association of Elementary School Principals



Quite simply, unless we profoundly change our thinking and policies about when, where and how children learn and develop, our steady progress as an economy and as a society will end.

*A New Day for Learning 2007,
C.S. Mott Foundation's
Time, Learning & Afterschool Task Force*

Society pays in many ways for failing to take full advantage of the learning potential of all its children, from lost economic productivity and tax revenues to higher crime rates to diminished participation in the civic and cultural life of the nation.



-- *Committee for Economic Development*



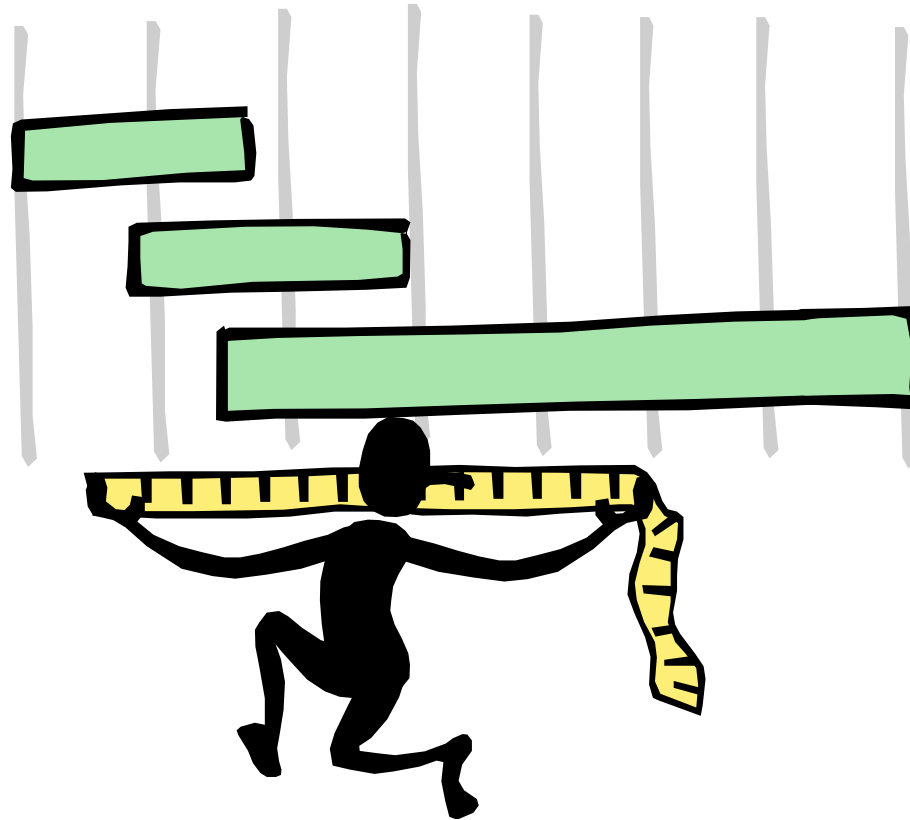
Our democratic values are also betrayed when we fail to live up to our ethical and moral obligation to safeguard the health and well-being of all young children.



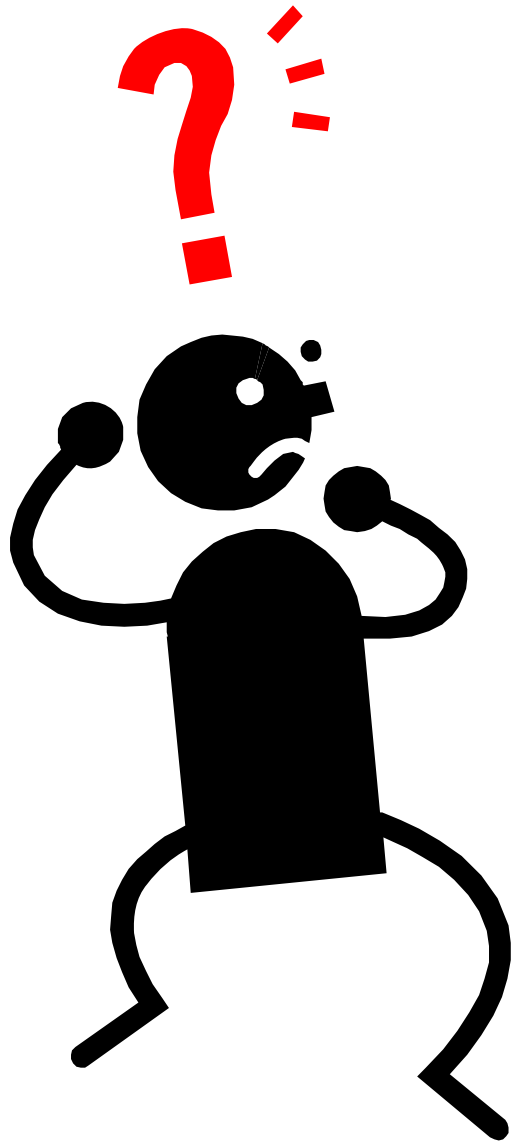
-- *Committee for Economic Development*

“Other nations view spending
on education as an
investment.
We view it as a cost.”

-- John Gage
Sun Microsystems



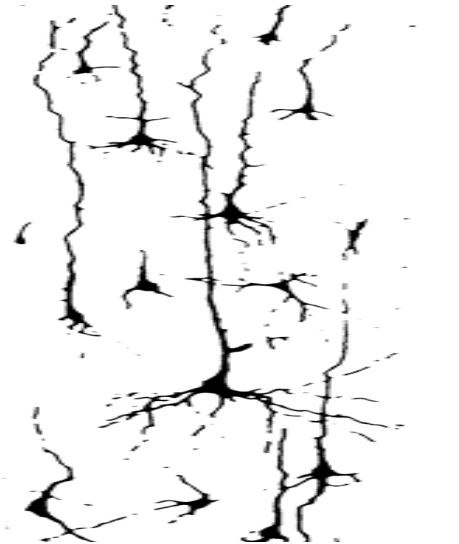
Everyone seems to know it, so
why aren't we making more
progress?



What else do
we know?

Use It or Lose It

Human Brain at
Birth



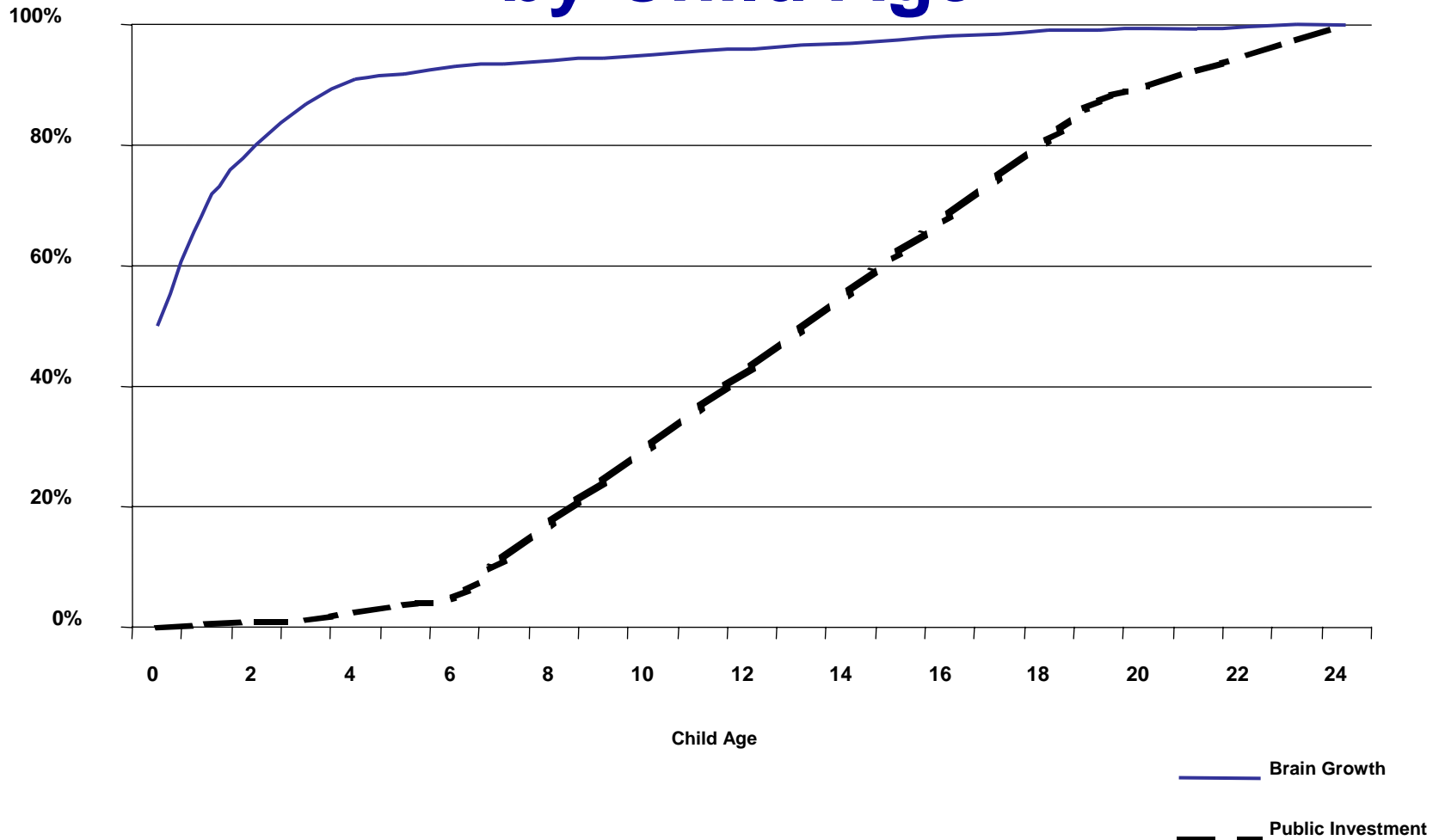
6 Years Old



14 Years
Old



Brain Growth in Relation to Public Investments by Child Age



And yet...

Afterschool Statistics - National

The parents of more than 28 million school-age children work outside the home.

More than 14 million school-age children are on their own after school including 40,000 kindergarteners.

Only 6.5 million K-12 children participate in afterschool programs. 15 million more would if someone would give them the opportunity.

Afterschool Statistics - National

9 out of 10 Americans still want all children and teens to have some type of organized activity or safe place to go after school.

More than half of voters think that there are not enough afterschool programs available for kids in America today.

Afterschool Statistics - National

Teens who do not participate in afterschool programs are nearly three times more likely to skip classes than those who do participate.

They are also 3x more likely to use drugs, smoke, drink and engage in sexual behavior.

The hours between 3-6 p.m. still are the peak hours for such behavior.

Child Care & Afterschool. . .

The current supply of licensed child care leaves thousands of children without licensed care in Virginia. This shortage is critically acute for infants, children with special needs, those who need odd-hour care, and school-aged children. The number of care providers continues to decrease while demand increases.



In Virginia, 27% of K-12 youth are responsible for taking care of themselves. More than 22% of K-12 youth in self-care would be likely to participate in an afterschool program if one were available in the community.

What's more, 87% of parents in Virginia really like their kids' afterschool programs.



One state:

- 32 % of parents believed their 10-14 year-olds were experimenting with drugs.
- 46% believed their 15-18 year-olds were experimenting with drugs.
- 47% of parents were worried their 10-14 year-olds would be victims of violence.

The Bottom Line:

**No Child Left Behind
has left behind
at least 1.5 million
U.S. children**

- ✓ We know WHAT to do
- ✓ We know WHY we need to do it



What's holding us back?

An Inconvenient Truth:

at least for some....

Afterschool Programs
Get It!

Afterschool Statistics - National

Studies continue to show that what you are doing is making a difference!

Thanks to afterschool programs, children have better class attendance, lower course failures and higher graduate rates.

Arts, sports, technology and communications count! It isn't just when we're focused on academics.

Afterschool Statistics - National

Parents say their child's afterschool program helped them balance work and family life.

60 percent said they missed less work than before.

59 percent said having afterschool programs for their children supported them in keeping their jobs.

Where no afterschool programs exist to help working families, employers lose between \$496 to \$1,984 per employee, per year.

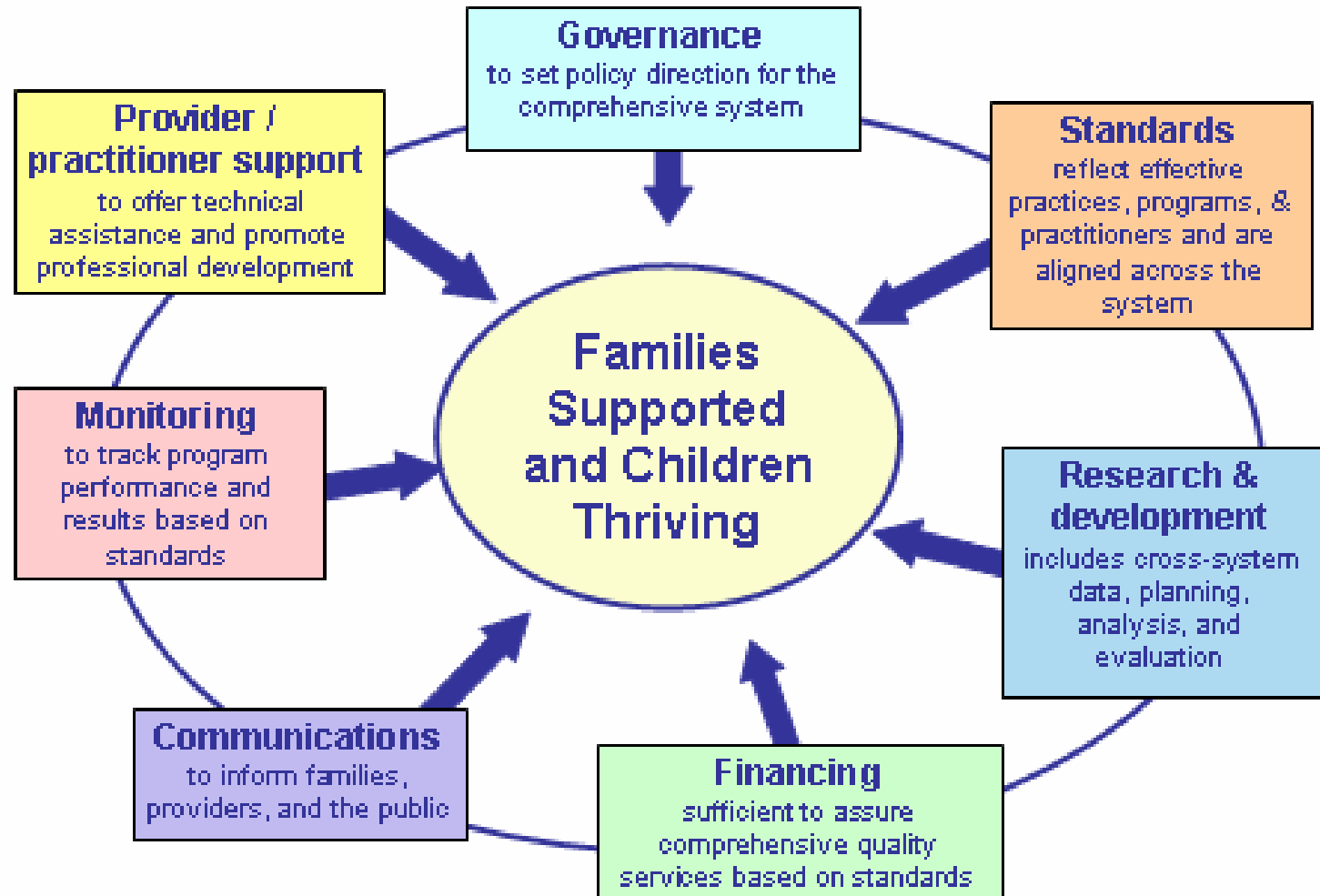
We have
silos....



instead
of systems.



Core Elements of an Early Childhood Development System



We have turf...





when we need collaboration.

Is it any wonder we have
inertia
when we need energy!!

So let's get to it!



Large-scale change begins
with small local actions

When all children start with a fair chance to learn, our schools will finally have a fair chance to succeed.

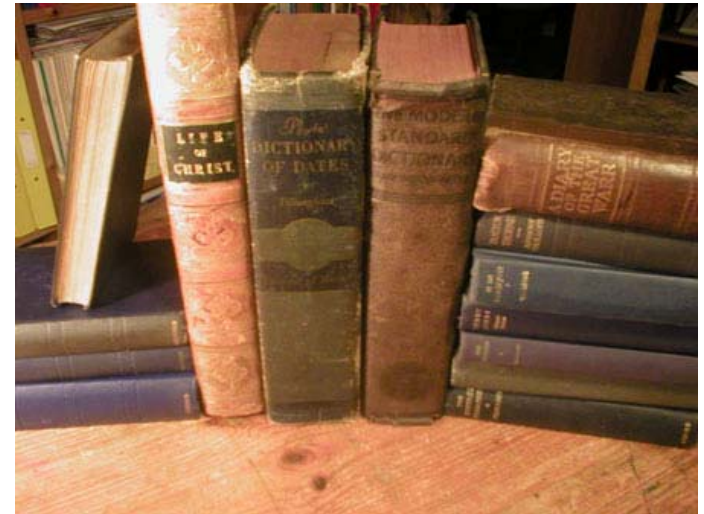
Fair chances start with giving every family the tools they need to help their young children develop social, emotional, and academic readiness for school.

That readiness will lay the groundwork for a healthy, safe and stable learning environment for all children.



Back Up Your Facts and Don't Assume

- Voters are suspicious of numbers. They demand a source, a sample size, a date and location. Keep things simple -- but provide informational details.
- Along with giving supporting details, speak to your audience as the politically savvy adults they are. DON'T tell them “*it's just common sense*” or your program is “*the best option out there.*” PROVE IT.



Factual Arguments Are More Powerful Than Emotional Ones



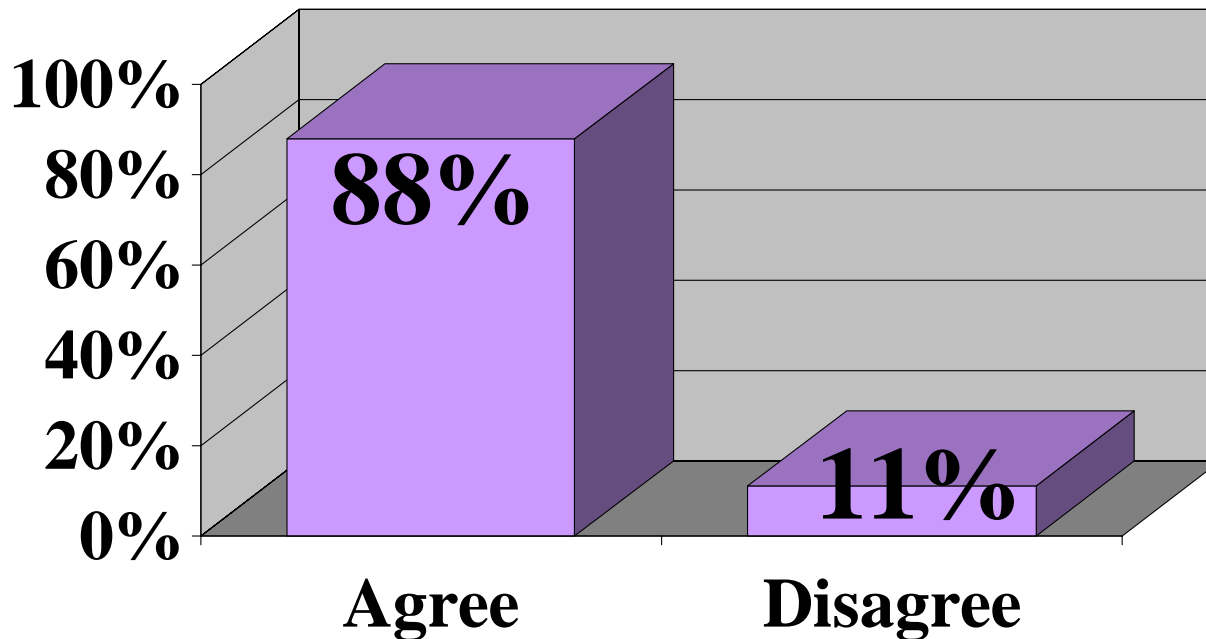
The science of brain development provides a robust argument for these initiatives.

Reduced crime stats can be a positive externality – *but only use this argument in neighborhoods where crime is a problem.*



Learning to Learn

Children who learn how to learn very early are more likely to realize later academic success. America needs a *twenty-first century education system* that gives every child every tool to succeed.



We Can Make a Difference

Afterschool

- keeps kids safe
- improves academics
- helps working families



This is About Caring for Communities



“Giving children the basic social, emotional, and academic tools, as well as the health treatment they need to be better students, improves all our schools and communities.”

The future of any society depends upon its ability to foster the health and well-being of the next generation. Stated simply, today's children will become tomorrow's citizens, workers, and parents.

When we invest wisely in children and families, the next generation will pay that back through a lifetime of productivity and responsible citizenship.

When we fail to provide children with what they need to build a strong foundation for healthy and productive lives, we put our future prosperity and security at risk.

*-- Closing the Gap Between What We Know and What We Do,
National Scientific Council 2007*

“All the presidential candidates this year will talk about education. The conventional ones will talk about improving the schools. The creative ones will talk about improving the lives of students.”



-- *David Brooks*
New York Times Columnist